

Behavioral

Principles and

Strategies

2009

PROTOCOL

Operational and Procedural Guidelines

**Department of Health and Mental Hygiene
Developmental Disabilities Administration**

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FORWARD

Since the mid-1980's, the Developmental Disabilities Administration (DDA) has provided a training program for the use of physical interventions with individuals engaging in disruptive behavior. This program, known as *Management of Disruptive Behavior*, has undergone several revisions over the years. Since January 2001 changes in the approved use of certain techniques as well as a desire to place more focus on preventative strategies led to the 2004 revision of this curriculum. The 2004 revision, entitled *Behavioral Principles and Strategies (BPS)*, replaced *Management of Disruptive Behavior* as the Administration approved curriculum. It reflects the Administration's philosophy of providing individualized behavioral supports with emphasis on prevention rather than crisis intervention. This Protocol, revised in 2007, provides staff the operational and procedural guidelines for training and implementing *Behavioral Principles and Strategies*.

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GLOSSARY/DEFINITION OF TERMS

Behavioral terms and administrative acronyms appear throughout this protocol and the BPS curriculum, and have been defined as follows:

ADMINISTRATION: The Developmental Disabilities Administration of the Department of Health and Mental Hygiene (COMAR 10.22.01.01.B1).

AGGRESSOR: Term used in the manual for the person who is posing a danger to self and/or others.

BEHAVIOR CHANGE TECHNIQUE: An intervention used to effect positive behavioral change for an individual with challenging behavior.

BEHAVIOR EMERGENCY: A situation in which an individual's behavior appears to present imminent danger to the individual or to others (COMAR 10.22.01.01.B5).

BEHAVIOR PLAN (BP): A plan designed to modify behavior through use of clinically accepted techniques (COMAR 10.22.01.01.B.6).

BEHAVIORAL PRINCIPLES AND STRATEGIES (BPS): The Administration approved curriculum for management of disruptive behaviors (COMAR 10.22.02.11.2c) (formerly known as Management of Disruptive Behavior).

BEHAVIORAL PRINCIPLES AND STRATEGIES INSTRUCTOR: A person who has successfully completed the DDA approved Train-the-Trainer course for Behavioral Principles and Strategies and who has fulfilled all requirements for certification as described within this Protocol.

BEHAVIOR SUPPORT SERVICES: Services designed to assist individuals who exhibit challenging behaviors in acquiring skills, gaining social acceptance, and becoming full participants in the community (COMAR 10.22.10.02.B). Behavior support services include: behavioral consultation, temporary augmentation of staff, behavioral training, and behavioral respite services (COMAR 10.22.10.03C).

CHALLENGING BEHAVIOR: Those behaviors exhibited by an individual which are harmful, destructive, illegal, or socially unacceptable and necessitate being addressed in the person's individual plan (COMAR 10.22.01.01.B10).

COMAR: Code of Maryland Regulations.

CO-TRAINING: Training the BPS curriculum in conjunction with another Certified Trainer.

CRISIS INTERVENTION: All actions taken by staff to terminate or de-escalate outbursts of behavior that are dangerous to self or others.

CROSS TRAINER: A certified BPS trainer who has met the requirements and been granted approval to train BPS to staff at agencies other than their employing agency.

DDA CORE TRAINING: Training mandated through COMAR regulations for all staff (COMAR 10.22.02.11C&D)

DIRECTOR: The Director of the Developmental Disabilities Administration or the Director's designee (COMAR 10.22.01.01B16).

FUNCTIONAL ANALYSIS: A method of investigation which involves the systematic, experimental manipulation of analogue conditions, and precise measurement of challenging behavior, in order to determine the behavioral consequences which maintain the challenging behavior (COMAR 10.22.01.01B20).

FUNCTIONAL ASSESSMENT: A non-experimental method, such as systematic observations and questionnaires, designed to assist in the formulation of an educated guess concerning the behavioral consequences which maintain challenging behavior (COMAR 10.22.02.01B21).

INDIVIDUAL: A person eligible to receive services from the Developmental Disabilities Administration (COMAR 10.22.01.01B25).

INDIVIDUALIZED PLAN (IP): A plan that specifies assessments, services, supports, and training required by the individual (COMAR 10.22.01.01B27).

LICENSEE: An agency that has been granted a license by the Administration to provide services to individuals (COMAR 10.22.01.01.B35)

MANAGEMENT OF DISRUPTIVE BEHAVIOR (MDB): Administration approved curriculum for managing challenging or aggressive behavior (COMAR 10.22.01.01B36). Revised in 2004, and renamed Behavioral Principles and Strategies.

MASTER TRAINER: A Certified BPS Trainer who has met the requirements and received certification to conduct train-the-trainer classes in BPS, to directly observe and conduct critiques of the independent training session(s) conducted by a prospective BPS Training Instructor, and to recommend certification of trainees.

MASTER TRAINERS COMMITTEE: Subcommittee of the Statewide Behavioral Supports Committee comprised of BPS Master Trainers.

OFFICE OF HEALTH CARE QUALITY (OHCQ): An agent through the Department of Health and Mental Hygiene responsible for monitoring and inspecting the Administration's licensees to ensure regulatory compliance.

PHYSICAL INTERVENTION: Any manual method used to intervene with an individual which involves the use of the staff's hands or other parts of the body.

PHYSICAL RESTRAINT: Any manual method used to restrict the free movement of an individual, such as a therapeutic hold (COMAR 10.22.01.01.B42).

PRINCIPLES OF BEHAVIOR CHANGE: The Administration approved core training curriculum in the principles of behavior change (COMAR 10.22.02.11C2b).

REGIONAL TRAINING COORDINATOR: A DDA staff person assigned to each Regional Office who is responsible for providing on-going coordination and technical assistance regarding training programs and issues within their region.

RESTRICTIVE TECHNIQUE: Any technique that is implemented to impede an individual's physical mobility or limit free access to the environment, including but not limited to physical, mechanical or chemical restraints or medications used to modify behavior (COMAR 10.22.01.01.B50).

STATE RESIDENTIAL CENTER (SRC): A State owned and operated facility for individuals with mental retardation (COMAR 10.22.01.01.B51).

STATEWIDE BEHAVIORAL SUPPORTS COMMITTEE: A committee of professionals facilitated by the Statewide Training Coordinator (or designee) with the mission to promote and monitor the safe, effective and appropriate use of behavior change techniques through recommendations to DDA.

STATEWIDE TRAINING COORDINATOR: The staff person assigned to DDA Headquarters who is responsible for coordinating training policies and initiatives statewide; and the facilitator of the Statewide Behavioral Supports Committee.

TARGET BEHAVIORS: Those behaviors identified by the team to be changed by implementing a behavior plan (COMAR 10.22.01.01.B54).

TEAM: Those persons, including the individual, proponent, licensee representatives, resource coordinator, and others involved in the development of the IP (COMAR 10.22.01.01.B55).

PURPOSE OF THE BEHAVIORAL PRINCIPLES AND STRATEGIES TRAINING PROGRAM

This program is intended to provide staff who work with individuals with developmental disabilities basic knowledge about the principles of behavior change, strategies for the enhancement of pro-social functional skills, prevention of incidents of challenging behavior, and safe procedures for physical intervention when behavior presents a danger to self or others. The main focus of the program is prevention. The use of physical intervention is stressed as a last resort to terminate behavior that presents a danger to self or others. The physical interventions in this program have undergone intense scrutiny to provide an approach which balances the safety and rights of the individual exhibiting the behavior with the safety of others involved in the situation. The physical interventions in this curriculum should not be used as behavior change techniques. All physical interventions must be used as a last resort to restore safety to the individual and others in the area.

PURPOSE OF THE PROTOCOL

The purpose of this Protocol is to provide the operational and procedural guidelines for the Behavioral Principles and Strategies training program. The Protocol should be used in conjunction with the manual, which contains the information needed to teach the program effectively.

MANDATORY REQUIREMENTS and TARGET AUDIENCE

DDA regulations require that staff providing behavior support services to individuals who currently exhibit challenging behavior or who have a history of exhibiting challenging behavior before being assigned independent duties, shall successfully complete training in the principles of behavior change and appropriate methods of preventing or managing challenging behaviors (COMAR 10.22.10.03C). The Behavior Principles and Strategies training program is an Administration approved curriculum which meets these regulatory requirements.

BPS Training Requirements

The table below illustrates the minimum staff training requirements for the Behavioral Principles and Strategies training program for staff providing behavioral supports:

Training Requirement	Unit I	Unit II	Unit III	Unit IV
Documented history of challenging behavior within the past 5 years	X			
Current BP with no need for physical intervention	X	X Outline only		
BP with need for non-restrictive physical intervention	X	X	X	
BP with need for restrictive physical intervention only	X	X	X	X
BP with need for non-restrictive and restrictive physical interventions	X	X	X	X

It is also required under DDA regulations that the staff training needs for each individual be addressed in the IP. This is especially critical when considering individual behavioral support needs. Since staffing needs will vary from licensee to licensee, and even across settings within a single agency, it is incumbent upon the licensee and the individual's team to carefully determine which staff may be called upon to implement a behavior plan or to intervene during a behavioral emergency. This may include staff in addition to those typically providing direct support services.

It is strongly recommended that health care professionals who write behavior plans and licensee Standing Committee members receive (at a minimum) an overview of the Behavioral Principles and Strategies training program in order to familiarize themselves with the strategies and interventions approved for use by DDA.

BPS Refresher Training Requirements

The DDA recognizes the need for refresher training in the BPS curriculum in order to promote a higher quality of behavior support services and to provide the opportunity to communicate information regarding best practices to staff providing behavior support services. To this end, the DDA shall require that staff providing behavior support services successfully complete refresher training on an annual basis. A curriculum outline for this refresher training has been provided by the DDA, and is comprised of pertinent information derived from the BPS curriculum (see page 18 for BPS Refresher guidelines).

DDA/OHCQ ROLES AND RESPONSIBILITIES

DDA Headquarters Office

The DDA Statewide Training Coordinator (or designee) shall be responsible for the overall establishment and oversight of the Behavioral Principles and Strategies curriculum. This individual will facilitate discussion with the Statewide Behavioral Supports Committee regarding statewide standards for the implementation of this curriculum. The Statewide Behavioral Supports Committee will present these recommendations to the DDA Director for approval.

Regional Office

The Training Coordinator within each region is responsible for the following:

- Overseeing on-going local coordination of all BPS training programs
- Ensuring on-going availability of an Instructor course for training new Instructors within their region
- Granting certification of all new Instructors within their region
- Arranging mandatory regional meetings to provide updated information to all Instructors within their region
- Assuring that critiques of each BPS Instructor in their region are conducted as specified in this Protocol
- Assuring that ongoing certification requirements of BPS Instructors are met as specified in this Protocol
- Maintaining a region-wide record of trainings provided by each Instructor which are submitted in the form of a class roster.

Office of Health Care Quality Staff (OHCQ)

- During licensing visits, OHCQ surveyors shall review, as necessary, Individual Plans, behavior plans, incident reports, and personnel records to determine if approved procedures and trainings are being implemented in licensed agencies.
- OHCQ will forward reports of incidents and available investigations, surveys, deficiency statements, and plans of correction to the Statewide Behavioral Strategies Committee for analysis and identification of additional training needs.

Statewide Behavioral Supports Committee (SBSC)

The Mission Statement of the SBSC is as follows:

To promote and monitor the safe, effective and appropriate use of behavior change techniques through recommendations to the Developmental Disabilities Administration.

The SBSC shall have the following representation:

- Statewide Training Coordinator – Committee Chairperson
- BPS Master Trainer Subcommittee Chairperson
- OHCQ representative
- Licensed Psychologist(s) providing services to individuals with developmental disabilities
- Psychiatrist(s) providing services to individuals with developmental disabilities
- Regional Training Coordinator representative(s)
- Data Subcommittee Representative(s)
- Self-advocate, family member or advocate

The Committee may include and/or consult with additional professionals as necessary to accomplish its Mission.

The SBSC will meet at least quarterly, and shall be responsible for reviewing information regarding the provision of behavior support services throughout the state and making recommendations to the DDA regarding best practices. The SBSC shall also be responsible for overseeing the implementation of the BPS curriculum.

The SBSC shall maintain the following ongoing subcommittees with membership comprised of SBSC members and other professionals as necessary to conduct the work of the subcommittee:

Data Subcommittee

The Data Subcommittee will meet as needed and shall have the following representation:

- Statewide Training Coordinator or designee – Subcommittee Chairperson
- OHCQ Representative
- BPS Master Trainer Representative
- Licensed Psychologist
- Information Management Professional
- DDA Quality Assurance Chief or designee

BPS Master Trainers Subcommittee

The Master Trainers Subcommittee will meet at least quarterly or at the request of the Regional Training Coordinator or SBSC and shall have the following representation:

- Master Trainer Subcommittee Chairperson
- BPS Master Trainers from each region of the state

PROCEDURE FOR SEEKING APPROVAL of NEW or MODIFIED PHYSICAL INTERVENTION TECHNIQUES

The DDA recognizes the need for ongoing review of potential physical intervention techniques for inclusion in the BPS curriculum. A proposal for seeking approval of a new technique may be submitted by any agency or individual through the following process:

1. A proposal must be submitted to the respective Regional Training Coordinator by the applicant(s) requesting approval of a new intervention.
2. This proposal must include the following information:
 - A series of photographs detailing each step for implementing the technique
 - Detailed steps in written form that correspond with the photographs
 - A written abstract outlining the body mechanic factors for implementing the technique
 - A written description of the risk factors associated with implementation of the technique to both the aggressor and the staff person
3. The Regional Training Coordinator will submit the completed proposal to the Master Trainers Subcommittee prior to the next scheduled meeting.
4. The Master Trainers Subcommittee will review the proposal. The Master Trainers Subcommittee may request additional information from the applicant to complete its review of the proposal. The Master Trainers Subcommittee may also request review of the proposal by additional professionals as necessary. Following the conclusion of its review, the Master Trainers Subcommittee will make a recommendation for approval to the SBSC at the next scheduled meeting.
5. The SBSC will review the recommendation of the Master Trainers Subcommittee regarding approval of the technique. The SBSC may request additional review of the proposal as necessary. The SBSC will make a written recommendation to the DDA Director regarding approval of the proposed technique.
6. A written decision regarding the status of the proposed technique will be forwarded to the applicant following the determination from the DDA Director.

INSTRUCTOR QUALIFICATIONS AND APPLICATION PROCESS

Instructor Prerequisites

All persons seeking approval to be an Instructor in Behavioral Principles and Strategies must meet the following minimum prerequisites:

1. Documented competence to teach adult learners using adult learning theory
2. Documented three (3) years of experience (i.e. direct service, "hands on" supervisory experience, or a combination of the two) working directly with individuals with developmental disabilities
3. Documented two (2) years of supervisory experience or demonstrated leadership abilities (i.e. documented mentoring/coaching, case management/resource coordination)
4. Documented one (1) year experience in planning, developing, or implementing behavior plans
5. Physical ability to execute all physical intervention techniques
6. Successful completion of a Train-the-Trainer program which includes instruction in the following areas:
 - a. methods of adult learning styles
 - b. training needs assessment
 - c. preparation of training presentation and materials
 - d. curriculum modification skills
 - e. methods of group facilitation
 - f. evaluation and performance outcome techniques

Note: A combination of experience in teaching adults and education in the concepts included in the Train-the-Trainer program may be substituted for the Train-the-Trainer course.

7. Successful completion of Units I, II, III, and IV of the BPS program within six (6) months of the assigned Train-the-Trainer class
8. Successful completion of all DDA Core Training

Application Approval Process

1. An Application for Instructor Certification (Appendix I) must be submitted by the applicant to their respective DDA Regional Training Coordinator.
2. Approved applicants will be notified in writing by the respective Regional Training Coordinator and will be given information about the availability of BPS Train-the-Trainer classes.
3. Applicants may be approved pending completion of prerequisites. These applicants shall be notified in writing by the respective Regional Training Coordinator. The notice shall provide the reason(s) acceptance is pending along with the additional documentation needed to become approved.

4. Applicants who are not approved to enroll in the BPS Instructor Train-the-Trainer course may appeal the decision in writing to the DDA Statewide Training Coordinator. A final decision regarding the appeal will be made by the Statewide Training Coordinator, in consultation with the DDA Assistant Director for Programs or their designee. Written notification regarding this decision will be forwarded to the applicant and the Regional Training Coordinator.
5. Decisions to approve or deny requests will be maintained in Regional Office files with the current list of trainers.

Demonstrated Competence Requirements

Upon the successful completion of the BPS Train-The-Trainer course, the prospective BPS Instructor will:

1. Co-lead the complete BPS training program with a Certified Instructor
2. Independently teach the entire BPS training program while receiving direct observation and critique by the Regional Training Coordinator and/or the Training Coordinator's designee.
3. Complete the process between taking the BPS Train-The-Trainer course and the initial critique within 6 months.

Prospective BPS Instructors are not permitted to teach BPS (unless being monitored by a Certified Instructor) until they have successfully completed the BPS Instructor critique and have received Instructor certification documentation from the Regional Training Coordinator.

Should a prospective BPS Instructor attempt to teach BPS prior to receiving the required certification, they will not be eligible to enter or re-enter a BPS Train-The-Trainer course or to be considered for a BPS Instructor position for a five year period. An appeal can be made to the Regional Training Coordinator in the event of extenuating circumstances. Each case will be determined on a case-by-case basis.

Instructor Certification

The Regional Training Coordinator shall grant Instructor Certification and notify the prospective Instructor in writing. This notification shall include a certificate and an approval letter (Appendix IV). Notice of approval may also be provided to the Instructor's employer upon request. Instructors are then authorized to only train employees within their employing agency. (An exception to this stipulation is found in the "BPS Protocol for Training Family/In-Home Caregivers"-see page 19.) If the Instructor is employed by more than one agency, the Instructor will designate which single agency will be the recipient of their training.

Requirements for Maintaining Certification

1. Certified Instructors must conduct or co-lead a minimum of two (2) complete BPS training programs (Units I through IV) annually.
2. Certified Instructors must be observed while instructing the training program on an annual basis or as deemed necessary by their respective Regional Training Coordinator.
3. Certified Instructors must attend scheduled mandatory BPS Trainer Update Meetings.

4. At the discretion of the Regional Training Coordinator, a Certified Instructor may be required to undergo an Instructor Critique Form (Appendix IV) at any time. Upon completing each BPS training program, Instructors must forward to their respective Regional Office a complete list of all trainees who attended. (A BPS Roster Form and BPS Attendance Certificate” are attached to this BPS Protocol.)
5. The list mentioned in # 4 above shall include, at a minimum, the trainee’s:
 - full name
 - job title
 - organization/employing agency
 - course completion status (Record units or parts of units taught in the class.)
 - completion status (Did the trainee pass/fail the course? If they failed, reasons for the failure must also be recorded.)

Should an Instructor fail to perform within acceptable standards or not fulfill their responsibilities as specified, their Instructor Certification may be revoked. A request can be made to the Regional Training Coordinator for Instructor Recertification. Any requirements for this recertification will be determined on a case-by-case basis.

CROSS TRAINER CERTIFICATION REQUIREMENTS

A Cross Trainer is a certified BPS Instructor who has been granted approval to train BPS to staff from agencies other than their employing agency.

Application and Certification Process

To apply for Cross Trainer certification, a certified BPS Instructor must:

1. Complete four (4) full curriculum trainings either independently or as a co-trainer
2. Notify the respective Regional Training Coordinator of their intention to receive Cross Trainer certification
3. Independently request and successfully complete a BPS critique (Appendix IV) from a certified Master Trainer. The DDA will not incur the cost of this critique.

Approval for Cross Trainer Certification will be granted by the Regional Training Coordinator after receiving notification by the certified Master Trainer of the Instructor’s successful completion of the BPS Cross Trainer Critique.

Continued Certification Requirements

Maintaining Cross Trainer Certification requires the completion of at least two full curriculum trainings annually either independently or as a co-trainer. Should a Cross Trainer not perform within acceptable standards and/or not fulfill their responsibilities as specified, their Cross Trainer Certification may be revoked. A request can be made to the Regional Training Coordinator for Instructor Re-certification. Any requirements for this recertification will be determined on a case-by-case basis.

MASTER TRAINER CERTIFICATION REQUIREMENTS

A Master Trainer is a Certified BPS Instructor who has authorization to conduct Train-the-Trainer classes in BPS, to directly observe and conduct critiques of the independent training session(s) conducted by a prospective BPS Instructor, and to recommend certification of trainees. Master Trainers may also participate in the Master Trainers Subcommittee.

Application and Certification Process

1. The Regional Training Coordinator will notify the Master Trainers Subcommittee Chairperson that there is the need for an additional Master Trainer.
2. The Regional Training Coordinator will send a notification to all Cross Trainers in the respective region indicating that there is a need for a Master Trainer and requesting letters of interest.
3. Letters of interest in Master Trainer Certification will be submitted by Cross Trainers to the respective Regional Training Coordinator, who will forward them to the Chairperson of the Master Trainers Subcommittee.
4. The Master Trainers Subcommittee and the respective Regional Training Coordinator will review the applications and select a candidate(s) for Certification.
5. The Regional Training Coordinator will notify the candidate(s) of the status of their application.

The candidate for Master Trainer Certification must complete the following requirements:

1. Successfully lead a BPS Train-the-Trainer course under the supervision of a Certified Master Trainer. (The applicant may choose to co-lead a Train-the-Trainer course prior to completing this requirement.)
2. Complete individual critiques under the supervision of a Certified Master Trainer of at least one prospective BPS Instructor who has successfully completed the BPS Train-the-Trainer course.

Approval for Master Trainer Certification is granted by the Regional Training Coordinator upon successful completion of the above requirements.

Continued Certification Requirements

To maintain Certification a Master Trainer must:

1. Teach or co-lead at least one BPS Train-the-Trainer course per year or as scheduled by the Regional Training Coordinator
2. Complete BPS Instructor critiques at the request of the Regional Training Coordinator
3. Participate in BPS update meetings as scheduled by the Regional Training Coordinator
4. Serve as a resource to BPS Trainers and to the SBSC
5. Attend at least one BPS or BPS Train-the-Trainer course taught by another Master Trainer, every other year, to share ideas and provide a format for peer feedback.

Should a Master Trainer not perform within acceptable standards and/or not fulfill their responsibilities as specified, their Master Trainer Certification may be revoked at the discretion of the Regional Training Coordinator.

BPS CURRICULUM GUIDELINES

The following guidelines are applied to the training of the BPS curriculum:

1. Training will be individualized according to the needs of the participants.
2. Each curriculum outline must be taught in its entirety prior to instruction in the subsequent physical interventions.
3. All approved BPS physical intervention techniques within each Unit must be instructed for the following reasons:
 - a. They are arranged in developmental order to allow trainees to personally experience body mechanic "stress points". This is accomplished by experiencing increasing physical challenges as the training continues through more complicated situations.
 - b. As trainees participate in these techniques, they are likely to gain confidence in their abilities.
 - c. This will ensure that all participants throughout the State receive the same information.
 - d. Challenging behaviors exhibited by individuals served in programs will vary. A program cannot anticipate every situation that may occur.
4. The maximum number of participants is 12 per Instructor. The number of participants that can effectively be taught the physical interventions contained in BPS is affected by the number of Instructors and participant experience in working with people with developmental disabilities.

5. Minimum time frames for teaching each Unit:

Unit I: Principles of Behavior Change: 4 hours

Unit II: Introduction to Physical Intervention: 3 hours

Unit III: Bite Releases, Blocks and Releases: 3 hours

Unit IV: Crisis Intervention: 4 hours

Units I-IV: 14 hours (2 days)

Training of multiple Units must be completed within a 60 day time frame. If the need for training in additional Units arises following the 60 day time frame, staff must repeat all previously completed Units. If staff can demonstrate competence to the BPS trainer in Units previously completed, this requirement can be waived.

BPS REFRESHER GUIDELINES

As specified in the “Behavioral Principles and Strategies 2007 Protocol,” the Developmental Disabilities Administration (DDA) recognizes the need for staff to receive refresher training in the Behavioral Principles and Strategies (BPS) curriculum. Refresher training will promote a higher quality of behavior support services and an opportunity to communicate information regarding best practices to staff providing behavior support services. To this end, the DDA requires that staff providing behavior support services successfully complete refresher training on an annual basis.

Refresher training requirements are determined by the level of behavioral supports provided by staff. A description of these requirements can be found on page 9 of the BPS Protocol. These training requirements are the same as the requirements for initial BPS training. Staff must successfully complete a BPS refresher class within 365 days from the date of their last BPS refresher or initial training class. A BPS Refresher Training Outline, BPS Refresher Roster Form and BPS Refresher Attendance Certificate are attached to this Protocol.

Sections I – IV of the BPS refresher training outline are required for all trainees. In addition, Section V provides a review of the Principles of Behavior Change training program. Section VI provides a review of the Crisis Prevention training program and section VII provides a review of the Crisis Intervention training program.

Refresher Training Guidelines

The following guidelines should be applied to all BPS refresher training classes:

1. Trainers should focus on the prevention techniques used most frequently at the agency where participants provide supports (sections I-VI).
2. Trainers should review specific techniques that are included in Behavior Plans implemented by the participants, techniques participants identify a need to practice, and techniques identified as priorities by the employing agency of participants.
3. Training documentation must indicate the outline sections that were covered and the specific techniques that were reviewed during the training.
4. Minimum training time frames: Sections I – VII: 3 hours including time for practicing physical interventions. Total training times will vary depending on the needs of participants and class sizes.
5. Successful completion of refresher training must be evaluated through successful demonstration of techniques reviewed and through achieving at least an 80% on a post-test.
6. The maximum number of participants is 18 per Instructor. For a “Cross Trainer,” there is no maximum number.

BPS Protocol for Training Family/In-Home Caregivers

Target Audience: This protocol is targeted to families/care givers providing in-home behavior support services that have a need for implementing BPS techniques with their family member as an emergency procedure. These techniques would be identified in the Behavior Plan.

Goal of Training: The goal of this training is to provide family members/in-home caregivers with procedures for reinforcing and shaping adaptive behaviors, and to provide an approved means to safely intervene when behaviors that are dangerous to self and/or others are exhibited.

Procedure:

- The prevention portion of the BPS curriculum (didactic portion) can be taught by behavioral consultants or certified BPS trainers during in-home training sessions. It is not required that these trainers be “BPS Cross Trainers.” Training can be customized to provide examples and emphasize prevention techniques most applicable to the individual for whom the behavior plan was written. The topics covered will be listed on a training documentation sheet, and the trainer and family members/in-home caregivers receiving the training will be required to sign this document to indicate that the training was successfully completed.
- When behavior plans include non-restrictive BPS techniques (Unit 3) a certified BPS trainer will provide training in the specific technique(s) described in the behavior plan. The techniques being taught will be listed on a training documentation sheet, and the BPS trainer and family members/in-home caregivers receiving this training will be required to sign this document indicating that the training was successfully completed. It is not required that these trainers be “BPS Cross Trainers.”
- When it is determined by the behavior consultant that a BPS restrictive technique (Unit 4) may be required, a request to review the behavior plan and make recommendations regarding the use of this technique will be made to the Statewide Behavior Supports Committee Chairperson. This request will be accompanied by documents describing the presenting problem, less restrictive interventions that were used in the past including those that were not successful, restrictive interventions used in the past including those that were not effective, medical history and current medical information, pertinent clinical evaluations, and any other documentation pertinent to the individual that would assist the SBSC in assessing the need for the implementation of a BPS restrictive technique.
- The SBSC will meet to review the need for the restrictive technique in a timely manner. When the situation warrants review prior to the next scheduled SBSC meeting, the Chairperson will make arrangements for an interim meeting. The behavior consultant making the request or his/her clinical supervisor will be required to be in attendance at this meeting to provide additional information and to answer questions.
- The SBSC will make a recommendation regarding the use of the restrictive technique in a timely manner and will provide this information in writing to the behavior consultant and the appropriate regional office.

Appendix I

Developmental Disabilities Administration Behavioral Principles and Strategies

APPLICATION FOR INSTRUCTOR CERTIFICATION

NAME: _____

POSITION: _____

LICENSEE: _____

ADDRESS: _____

E-Mail: _____

TELEPHONE #: () - FAX #: () - _____

EDUCATIONAL BACKGROUND AND EXPERIENCES

List Higher Education, Trainer Workshops, Adult or Continuing Education Courses

DATE OF COURSE	COURSE NAME	SPONSORING AGENCY

PREVIOUS TRAINING CONDUCTED

SUBJECT	AUDIENCE TYPE	YEARS TAUGHT

EMPLOYMENT EXPERIENCE

DATES (FROM – TO)	POSITION	EMPLOYER

Pre-requisites – DDA Training Requirements *	Date/s:	Name of Trainer
Aging Process & the Special Needs of the Elderly		
Communicable Diseases		
Communication Skills		
Community Integration and Inclusion		
CPR		
First Aid		
Fundamental Rights		
General Characteristics and Needs of Individuals Served		
Individual-directed, Outcome-oriented Planning for Individuals		
BPS		
Principles of Behavior Change		
Seizure Disorders		
Supporting Individuals and Families in Making Choices		
Train-the-Trainer (including adult learning theory)		

***PLEASE ATTACH COPIES OF CERTIFICATES FOR THE TRAININGS LISTED ABOVE**

Applicant Signature

Date

Supervisor's Signature

Date _____

TO BE COMPLETED BY THE REGIONAL TRAINING COORDINATOR

	Date	Regional Coordinator Signature
Application Received		
Application Approved		
BPS T-T-T Course Completed		
Co- Training Dates		
Observation/Critique Completed		
Trainer Certification		
Cross Trainer Certification		
Master Trainer Certification		

Regional Training Coordinator's Signature

Date _____

*Note – Some training may be waived by the Regional Training Coordinator

Appendix II

Developmental Disabilities Administration Behavioral Principles and Strategies

INSTRUCTOR CERTIFICATION FORM (FOR TRAINERS AND CROSS TRAINERS)

NAME: _____

In order to receive Instructor certification, you are responsible for obtaining signatures required below during each step of the process.

If you are unable to complete the process, the manual must be returned to the Regional Training Coordinator within 10 working days.

Successful Completion of BPS T-T-T Course

Trainer's Signature/Date

Completion of Co-Training Sessions

Co-Trainer's Signature/Date

Co-Trainer's Signature/Date

Co-Trainer's Signature/Date

Observation/Critique

Master Trainer's Signature/Date

Master Trainer's Signature/Date

Master Trainer's Signature/Date

Cross Training Critique
(upon request)

Master Trainer's Signature/Date

Appendix III

Developmental Disabilities Administration Behavioral Principles and Strategies

TRAIN-THE-TRAINER COURSE OUTLINE

(This outline is for use by Master Trainers when conducting Train-the-Trainer classes)

- I. Introductions
 - A. Introduction of presenters
 - B. Introduction of participants
 - C. Housekeeping items
 - D. Review agenda/schedule/expectations
 - E. Review disclaimers: medical, cultural, etc.
 - F. Participants sign for materials
- II. Review of BPS Protocol and other Policies and Procedures
 - A. Review BPS Protocol
 - B. Discuss awareness of participant's agency policies
- III. Training Strategies and Skills Review
 - A. Principles of Adult Learning
 - B. Development of lesson plans and organization
 - C. Logistical aspects of training
 - D. Methods of assessments
 - E. Managing and responding to trainee needs
- IV. Teaching the Curriculum Outlines
 - A. Overview of outlines
 - 1. Principles of Behavior Change
 - 2. Crisis Prevention
 - 3. Crisis Intervention
 - B. Instruction strategies and activities: Introductions, ice breakers, etc.
 - 1. Test and review materials
 - 2. Attitudinal Surveys

- 3. Use of instruction tools: flip charts, handouts, overhead transparencies, PowerPoint presentation, etc.
- C. Curriculum presentation practice sessions
- D. Suggested resources for further study
- V. Physical Intervention Instruction
 - A. Unit II: Introduction to Physical Intervention
 - B. Unit III: Bite Releases, Blocks and Releases
 - C. Unit IV: Escorts, Physical Restraints, Lifts and Carry
 - D. Participant assignments
- VI. Participant Practice Sessions
 - A. Curriculum Outlines
 - B. Physical Interventions
 - C. Feedback session (the entire class will provide a critical analysis of each person's performance)
- VII. Conclusion
 - A. Review of expectations, schedules, etc.
 - B. Complete evaluations of the class, teachers, etc.
 - C. Questions

Appendix IV
Behavioral Principles and Strategies

Instructor Critique Form

Date:

Instructor:

Agency:

Address:

Phone:

Fax:

Email:

Date of Train-the-Trainer:

Type of Critique:	Initial	Review	Cross Trainer

	Above Average	Adequate	Needs Improvement
Unit 1			
Unit 2			
Unit 3			
Unit 4			

	Yes	No
Initial Critique-Recommendation to be Certified		
Cross Trainer Critique-Recommendation to be a Cross Trainer		

Evaluator:

Phone:

Unit 1: Principles of Behavior Change

Score the areas listed below by marking an “x” in the appropriate box.

3 = above average 2 = adequate 1 = needs improvement

Characteristics of Behavior	3	2	1	Comments
Definitions and factors influencing acceptability of behavior				

Motivation of Behavior	3	2	1	Comments
Involuntary, biological, psychiatric, medical, & learned/functional behavior				

Reinforcement	3	2	1	Comments
Definitions, schedules and delivery methods				

Behavior Reduction Strategies	3	2	1	Comments
Extinction, redirection, and feedback				

Behavioral Momentum	3	2	1	Comments
Setting the stage for success and shaping behavior				

Other Information	3	2	1	Comments
Documentation, behavior plan process, regulations, policies, and resources				

Unit 2: Crisis Prevention & Introduction to Physical Intervention

Score the areas listed below by marking an “x” in the appropriate box.

3 = above average 2 = adequate 1 = needs improvement

Behavioral Crisis	3	2	1	Comments
Definitions				
Reactions to crisis				

Awareness During a Crisis	3	2	1	Comments
Awareness of self, others, and the environment				
Behavioral/Emergency Protocols				

Choose the Most Effective Intervention Style	3	2	1	Comments
Verbal vs. Nonverbal				

Intervention Strategies	3	2	1	Comments
Verbal				
Nonverbal				
Problem solving strategies				
Behavioral momentum				
Reminders of potential consequences				

Respect Individual Space, Privacy, Choice, Autonomy	3	2	1	Comments
Touch				
Body language				
Respect personal space				
Be non-threatening				

Documentation	3	2	1	Comments
State regulations, agency policies and behavior protocol				

Preparing for Physical Intervention	3	2	1	Comments
General rules and fundamentals				
Possible vulnerabilities				
Warm-up exercises				

Body Mechanics	3	2	1	Comments
General Fundamentals				
Hand & Wrist				
Arm & Elbow				
Back				
Legs				
Ready Stance				

Unit 3: Physical Interventions-Bite Release, Blocks, and Releases

Score the areas listed below by marking an “x” in the appropriate box.

3 = above average 2 = adequate 1 = needs improvement

Bites, Blocks, & Third-Person Releases	3	2	1	Comments
Bite Release				
Distancing Block				
Blocking From Thrown Objects				

Forearm Block				
V Block				
Blocking a Kick				
Third Person-Tickle				
Third Person-Clothing Cover				

Wrist Releases	3	2	1	Comments
One Hand Mirror Image Grab				
One Hand Cross Body Grab				
Two Hand Grab on Both Wrists				
Two Hand Grab on One Wrist- Opposite Direction				
Two Hand Grab on One Wrist- Same Direction				
Release from Fingernail Dig				

Clothing Grab Releases	3	2	1	Comments
High Clothing Grab from the Front				
High Clothing Grab from the Rear				
Clothing Grab Technique I- Low Pivot				
Clothing Grab Technique II- Walk Down				

Hair Pull Releases	3	2	1	Comments
Front/Top Hair Pull				
Side Hair Pull				
Rear/Top Hair Pull				
Long Hair/Ponytail Pull				

Strangulation Releases	3	2	1	Comments
Front				
Rear				
While Seated				
Weave Release Up Against A Wall				
Weave Release From The Floor				
Rear Forearm Stranglehold				
Forearm Alternative				
Bear Hug				

Unit 4: Physical Interventions-Advanced Techniques

Score the areas listed below by marking an “x” in the appropriate box.

3 = above average 2 = adequate 1 = needs improvement

Behavioral Crisis	3	2	1	Comments
Review of definitions and physiological and emotional reactions to an emergency				

Priorities During Crisis Intervention	3	2	1	Comments
Safety, teamwork, requesting/offering help, awareness and control of self, behavior plan/protocol, and justification of actions				

General Fundamentals of Behavioral De-escalation	3	2	1	Comments
General Fundamentals				

Physical Intervention-Last Resort	3	2	1	Comments
Only using approved techniques, when to use, least amount of force, and least restrictive				

Assault Cycle	3	2	1	Comments
Triggering Phase				
Escalation Phase				
Crisis Phase				
Recovery Phase				
Post-Crisis Depression Phase				

After the Crisis	3	2	1	Comments
Regain composure, debriefing, Team process				

Documentation	3	2	1	Comments
Review regulations and policies				

Escorts	3	2	1	Comments
Basic Escort (One & Two Person)				
Basic Escort Alternative				
Secure Escort (One & Two person)				
Turn & Go (Two Person)				
Turn & Go From a Front Approach				
Turn & Go From a Rear Approach				

Restraints	3	2	1	Comments
One Person Basket Hold Tech. I				
One Person Basket Hold Tech. II				
One Person Basket Hold Swing				
Take Down Restraint (One Person)				
Two Person Basket Hold from the One Person Hold				
Two Person Basket Hold Wrap Around				
Take Down Basket Hold (Two Person)				
Two Person Floor Restraint				
2/3/4 Person Sitting Restraint				

Lifts and Carries	3	2	1	Comments
One Person Lift				
Two Person Carry				
Two Person Lift				

Instructor Evaluation

Score the areas listed below by marking an "x" in the appropriate box.

3 = above average 2 = adequate 1 = needs improvement

Instructor-General	3	2	1	Comments
Started on time				
Introductions & housekeeping				
Stated course objectives				
Expectations of the trainee				
What to expect from the trainer				
Was well-prepared for the training				
Well-organized program and easy to follow				
Quality of handouts				
Material was covered at effective pace				
Did not exhibit distracting mannerisms				
Raised challenging questions				
Encouraged trainees to participate				
Reviewed information when needed				
Use of ice breakers & activities				
Use of examples & illustrations				
Dealing with difficult trainee				
Evaluation tools				
Use of break time				
Use of AV equipment				
Met course objectives				
Was easily understood by all				

Instructor-Physical Interventions	3	2	1	Comments
Establish & follow ground rules of training				
Demonstrated techniques with minimal reliance on manual				
Exhibited mental and physical stamina				
Identified risk factors and body mechanics for each set of techniques				
Individualized instruction when needed				
Demonstrated techniques so all could see				
Clearly explained techniques				
Followed a “least restrictive” mentality				
Room was adequate size and free of obstacles				

Recommendations and Additional Comments:

Evaluator’s Signature: _____

Appendix V

Developmental Disabilities Administration Behavioral Principles and Strategies

BPS TRAIN-THE-TRAINER COURSE APPROVAL LETTER

MEMORANDUM

TO:

FROM:

DATE:

RE: BPS Train-the-Trainer Course

Your application for the Behavioral Principles and Strategies Train-the-Trainer Course:

- ☐ has been approved
☐ has been approved pending your completion of the following prerequisites:

Prerequisites	Not Met	Comments
1) Documented competence to teach adult learners using adult learning theory		
2) Documented three (3) years of experience (i.e. direct service, "hands on" supervisory experience, or a combination of the two) working directly with individuals with developmental disabilities		
3) Documented two (2) years of supervisory experience or demonstrated leadership abilities (i.e. documented mentoring/coaching, case management/resource coordination)		
4) Documented one (1) year experience in planning, developing, or implementing behavior plans		
5) Physical ability to execute all physical intervention techniques		
6) Successful completion of a Train-the-Trainer program which includes instruction in methods of adult learning, training needs assessment, preparation of training presentation and materials, curriculum modification skills, methods of group facilitation, and evaluation and performance outcome techniques		
7. Successful completion of Units I, II, III, and IV of the BPS program within six (6) months of applying		
8. Successful completion of all DDA Core Training		

You will be notified of the next BPS Train-the-Trainer course. Thank you for your interest.

Appendix VI

BEHAVIORAL PRINCIPLES AND STRATEGIES (BPS)

ATTENDANCE ROSTER

TRAINING DATE(s): _____ LOCATION: _____

INSTRUCTOR(s): _____

*Check Unit(s)
Taught:*

<i>Unit 1: Didactic -- Principles of Behavior Change</i> _____	<i>Unit 2: Didactic -- Crisis Prevention</i> _____	<i>Unit 3: Physical Interventions</i> _____	<i>Unit 4: Didactic -- Crisis Intervention</i> _____
	<i>Unit 2: Physical Fundamentals</i> _____		<i>Unit 4: Restrictive Phys. Techniques</i> _____

PLEASE PRINT

LAST NAME	FIRST NAME	AGENCY	JOB TITLE	COURSE COMPLETION STATUS	INSTRUCTOR COMMENTS

I certify that the above results are accurate: _____ Date: _____

Signature of BPS Instructor

Appendix VII



Developmental Disabilities Administration
Let this document verify that

Insert Participant's Name

Has Successfully Completed the Following Units of
Behavioral Principles and Strategies
(Check all that apply)

____ Unit 1:
*Principles of
Behavior Change*

____ Unit 2:
*Didactic
Crisis Prevention*

____ Unit 3:
Physical Interventions

____ Unit 4: *Didactic –
Crisis Intervention*

____ Unit 2:
Physical Fundamentals

____ Unit 4:
Restrictive Techniques

Presented (insert date and place)

Trainer's Name, Certified BPS Trainer

Co-trainer's Name, Certified BPS Trainer

Appendix VIII

Instructor Curriculum: Behavioral Principles and Strategies Refresher Training (2007)

Introduction

As specified in the “Behavioral Principles and Strategies 2007 Protocol,” the Developmental Disabilities Administration (DDA) recognizes the need for refresher training in the Behavioral Principles and Strategies (BPS) curriculum. Refresher training will promote a higher quality of behavior support services and to provide the opportunity to communicate information regarding best practices to staff providing behavior support services. To this end, the DDA requires that staff providing behavior support services successfully complete refresher training on an annual basis. This outline describes the information to be covered in this annual refresher training for the entire BPS curriculum. Training requirements are determined by the behavioral supports provided by staff, and are the same for refresher training as for initial BPS training (see page 9 of the BPS Protocol).

Please note that sections I – IV of the BPS refresher training outline are required for all trainees. In addition, section V applies the material for Unit I (“Principles of Behavior Change”), section VI applies the material for Units II and III (“Crisis Prevention”), and section VII applies the material for Unit IV (“Crisis Intervention”).

Refresher Training Guidelines

The following guidelines should be applied to all BPS refresher training classes:

1. Trainers should focus on the prevention techniques used most frequently at the agency where participants provide supports (sections I-VI).
2. Trainers should review specific techniques that are included in Behavior Plans implemented by the participants, techniques participants identify a need to practice, and techniques identified as priorities by the employing agency of participants.
3. Training documentation must indicate the outline sections that were covered and the specific techniques that were reviewed during the training.
4. Minimum training time frames: Sections I – VII: 3 hours including time for practicing physical interventions. Total training times will vary depending on the needs of participants.
5. Successful completion of refresher training must be evaluated through successful demonstration of techniques reviewed and achieving at least an 80% on a post-test.
6. The maximum number of participants is 18 per Instructor. For a “Cross Trainer,” there is no maximum number.

Instructor Curriculum Outline: BPS Refresher Training (2007)

- I. Introduction
 - A. Presenter and participants
 - B. Review time of breaks, lunch, and location of restrooms
 - C. Rules of conduct
- II. Objectives – Participants will review the BPS curriculum
 - A. *Principles of Behavior Change* (Unit I)
 - 1. Three steps to behavior change
 - 2. Definition of reinforcement
 - 3. Four characteristics of reinforcement
 - 4. Three behavior reduction strategies
 - B. *Crisis Prevention* (Unit II)
 - 1. Defining a crisis
 - 2. Four reactions to a crisis
 - 3. Four awareness factors
 - 4. Techniques of effective intervention
 - 5. Four areas of respect
 - 6. Review of physical techniques information (Unit III)
 - C. *Crisis Intervention* (Unit IV)
 - 1. Review the “assault” cycle
 - 2. Four priorities during crisis intervention
 - 3. General fundamentals of behavioral de-escalation
 - 4. What to do after the crisis
 - 5. Review of physical techniques information
- III. Expectations of Trainees
 - A. Participants will have completed the prerequisite BPS training.
 - B. Participants will complete all activities as requested during this training.
- IV. Instructor Expectations
 - A. The instructor will answer any questions germane to the topic.
 - B. The instructor will not consult on specific cases during the training.
 - C. The instructor will present information using different modalities.

V. ***Principles of Behavior Change*** (BPS Unit I)

- A. Review of agency policies and COMAR regulations
- B. Three steps to behavior change
 - 1. Step One – Define terms
 - a. Define terms
 - b. Define behavior
 - 1) An action from a living organism
 - 2) Includes actions that are measurable and observable
 - 3) Does not include emotions and feelings
 - 2. Step Two – Motivation of behavior: Determine why a person is doing what they are doing
 - a. Involuntary factors (reflexes, neurological, med. side effects)
 - b. Unlearned factors (biological, psychiatric, medical conditions)
 - c. Learned/functional characteristics
 - 1) Functional analysis/assessment
 - 2) ABCs of behavior (Antecedent-Behavior-Consequence)
 - 3) Documentation/data collection
 - d. Environmental triggers
 - 3. Step Three – Behavioral intervention
 - a. Teaching new/better skills
 - 1) Identify and teach functional, replacement behavior
 - 2) Reinforcement value of the new replacement should equal the former
 - b. Prevention through environmental modification
- C. Characteristics of reinforcement
 - 1. Definition: anything that increases the probability that a behavior will occur again (i.e. “Reinforced behavior is repeated behavior.”).
 - 2. Factors to consider:
 - a. Relative power
 - b. Person, situation, and time dependant
 - c. Types of reinforcement
 - d. Elements of effective praise
- D. Behavior reduction strategies
 - 1. Extinction
 - 2. Redirection
 - 3. Feedback
- E. Behavioral Momentum
 - 1. Control antecedents
 - 2. Restructure environment
 - 3. Time for success
 - 4. Use appropriate approach/communication skills

VI. *Crisis Prevention* (BPS Unit II & III)

- A. Definition of crisis: Inability to effectively deal with unpredictable situations.
- B. Reactions to a crisis will effect physiological, mental, emotional, and behavioral changes in both the staff person and the aggressor.
- C. Awareness factors:
 - 1. Self (always assess your “SAFE” zones - sensitivity, anger, fear, ego)
 - 2. Others
 - 3. Environment
 - 4. Behavioral/emergency protocols and the IP
- D. Effective intervention
 - 1. Verbal strategies
 - 2. Nonverbal strategies
 - 3. Problem solving strategies
 - 4. Behavioral momentum (set the stage for success)
 - 5. Reminders of potential consequences
- E. Respect for individual’s space, privacy, choices, autonomy
 - 1. Touch
 - 2. Body language
 - 3. Respect personal space
 - 4. Be non-threatening
- F. Review of physical techniques information
 - 1. Intervention of last resort
 - a. Use only approved techniques per BPS training
 - b. Use only when someone is in danger of being injured or in cases of extreme property destruction
 - c. Use the least amount of force at all times
 - d. Use the least restrictive intervention possible
 - 2. Remind participants that specific physical intervention techniques must be identified in each BP based on the needs of the individual.
 - 3. Review each physical techniques section. Review specific techniques included in Behavior Plans implemented by participants, techniques participants identify a need to practice, and techniques identified as priorities by the participants’ employing agency. Demonstrate and practice specific techniques if necessary, including “warm up” exercises.
 - a. Bite release
 - b. Blocks
 - c. Third person releases
 - d. Wrist releases
 - e. Clothing grab releases
 - f. Hair pull releases
 - g. Strangulation releases

VII. ***Crisis Intervention*** (BPS Unit IV)

- A. Assault cycle (stages of crisis development/reduction)
- B. Priorities during crisis intervention
 - 1. Safety
 - 2. Teamwork and communication
 - 3. Self-awareness and accountability
 - 4. BP/emergency protocol
- C. General fundamentals of behavioral de-escalation (for more information please refer to the “Instructor Curriculum: Crisis Intervention, VII)
- D. After the crisis
 - 1. Regain self-composure
 - 2. Re-establish “normal/typical” relationships...
 - 3. Debrief those involved to provide staff support and feedback
 - 4. Meet with the individual’s team
- E. Review of physical techniques information
 - 1. The last resort (see VI.F.1)
 - 2. Remind participants that specific physical intervention techniques must be identified in each BP based on the needs of the individual
 - 3. Review each physical techniques section. Review specific techniques that are included in Behavior Plans implemented by participants, techniques participants identify a need to practice, and techniques identified as priorities by the participants’ employing agency. Demonstrate and practice specific techniques if necessary, including “warm up” exercises.
 - a. Escorts
 - b. Physical restraints
 - c. Lifts and carry

Appendix IX

BEHAVIORAL PRINCIPLES AND STRATEGIES REFRESHER TRAINING ROSTER

LOCATION: _____ DATE: _____

BPS INSTRUCTOR/S: _____

PARTICIPANT ROSTER

Record test score beside each name below. Please use additional sheets if necessary.
Circle applicable P = Pass and F = Fail. If there is a "Fail" score, please elaborate on the back.

1. _____ P F	6. _____ P F
2. _____ P F	7. _____ P F
3. _____ P F	8. _____ P F
4. _____ P F	9. _____ P F
5. _____ P F	10. _____ P F

Please check beside each outline section if completed during this refresher training.

Principles of Behavior Change ____ *Crisis Prevention* ____ *Crisis Intervention* ____

Please check beside each technique if demonstrated during this refresher training.

READY STANCE _____ BITE RELEASE _____ BLOCKS: _____ • Distancing _____ • Block from Thrown Object _____ • Forearm Block _____ • V Block _____ • Blocking a Kick _____ THIRD PERSON RELEASES: _____ • Tickle _____ • Clothing Cover _____ WRIST RELEASES: _____ • One Hand Mirror Image _____ • One Hand Cross Body _____ • Two Hand ...both Wrists _____ • Two Hand...one Wrist-opposite _____ • Two Hand...one Wrist-same _____ • Release...Fingernail Dig _____ CLOTHING GRAB RELEASES: _____ • High Clothing Grab-Front _____ • High Clothing Grab-Back _____ • Low Pivot _____ • Walk Down _____ HAIR PULL RELEASES: _____ • Front/Top Hair Pull _____ • Side Hair Pull _____ • Rear Hair Pull _____ • Long Hair/Ponytail Pull _____	STRANGULATION RELEASES: _____ • Front _____ • Rear _____ • While Seated _____ • Weave Release-Wall _____ • Weave Release-Floor _____ • Rear Forearm _____ • Forearm Alternative _____ • Bear Hug _____ ESCORTS: _____ • Basic _____ • Basic Alternative _____ • Secure _____ • Turn & Go _____ • Turn & Go-Front _____ • Turn & Go-Rear _____ PHYSICAL RESTRAINTS: _____ • 1 Person-Tech. 1 _____ • 1 Person-Tech. 2 _____ • 1 Person-Swing _____ • Take Down-1 Person _____ • 2 Person-from 1 Person _____ • 2 Person Wrap Around _____ • Take Down-2 Person _____ • 2 Person Floor _____ • 2/3/4 Person Sitting Restraint _____ LIFTS & CARRY _____ • 1 Person Lift _____ • 2 Person Carry _____ • 2 Person Lift _____
--	---

Appendix X



MARYLAND

Developmental Disabilities Administration

Let this document verify that

Insert Participant's Name

Has Successfully Completed the Following Units of

*Behavioral Principles and Strategies
Refresher Training*

(Check all that apply)

_____ Unit 1:
*Principles of
Behavior Change*

_____ Unit 2: *Didactic
Crisis Prevention*

_____ Unit 3:
Physical Interventions

_____ Unit 4: *Didactic –
Crisis Intervention*

Techniques Reviewed

_____ Unit 2: *Physical
Fundamentals*

_____ Unit 4:
Restrictive Techniques

*Use back for additional
techniques*

Presented (insert date) at (insert place)

trainers name Certified BPS Master Trainer

trainers name Certified BPS Master Trainer